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ABSTRACT

This training module was designed to assist career and vocational counselors to help students with disabilities develop job search skills. The module includes workshop content (with side notes to the trainer in italics), overheads, and many handouts. Preliminary information includes module purpose and overall learning objectives, a module outline, a list of materials needed for the workshop, and suggested adaptations for individuals with disabilities. A section on statistics notes the numbers of people with disabilities and their underemployment and unemployment. A section on legislation explains Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), including its purpose and its various titles, focusing specifically on Title 1 on employment. The next section defines terms used in the ADA: "disability," "otherwise qualified," "job functions," "reasonable accommodations," and "undue hardship." The section specifically on the job search process considers self-assessment and job choice, decisions regarding disclosure of a disability, resumes, obtaining job leads, job applications, job interviews, the job negotiation process, and people to contact. The past workshop survey is included. (DB)

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ED 377 618

CREATING EMPLOYMENT OPPORTUNITIES

THE JOB SEARCH

Martha Wille Gregory, Editor

U.S. DEPARTMENT OF EDUCATION
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This Creating Employment Opportunities (CEO) Project has been produced in cooperation with the University of Missouri - Columbia, Longview Community College, and Southwest Missouri State University.

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The Job Search

Directions For Use

This module was designed to train, educate, and empower Career Service personnel to better serve the needs of students with disabilities. According to a Lou Harris Poll (1986)there are approximately 43 million people with disabilities in the United States. Sixty-five percent of the people with disabilities between the ages of 16-64 are out of work.

This module can be used in a different order or parts can be deleted to meet the needs of the audience. If time is a problem, then the activities or the video can be deleted.

This module was designed to provide comprehensive information. The trainer should not read the script verbatim. This would restrict discussion with the audience. The trainers should also feel free to incorporate their own ideas and concepts.

The training objectives for this workshop are:

1. Basic knowledge of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
2. Definition of a disability/impairment.
3. Job Search issues for an individual with a disability including: accommodations, disclosure, resume and interviewing.

Below is an outline of the module:

I. Introduction
   A. Purpose
   B. Objectives
II. Statistics
   A. The Number of Disabilities
   B. Underemployment/Unemployment
III. Legislation
   A. Section 504
   B. Americans with Disabilities Act
      - Purpose
      - All Titles
      - Title I Unemployment
IV. Definition of Terms Under ADA
   A. Definition of a Disability
   B. Otherwise Qualified
   C. Job Functions
   D. Reasonable Accommodations
   E. Undue Hardship
   F. Video

V. Job Search-Similiarites and Differences
   A. No "Right" Job/Self-Assessment
   B. Disclosure-If, When, And How
   C. Resumes
   D. Job Leads
   E. Applications
   F. Interview
   G. Negotiation
   H. Who To Contact
VI. Conclusion-Questions

This module contains handouts and overheads which can be used to illustrate points. Cues are given on the right side of the page on the proper time to use or refer to the overheads and handouts. The handouts and overheads are located in the back of the module. Notes to the trainer are in *italicized* script. This is meant to be used as a tool and not read aloud to the audience. When conducting the training there are a few things to remember:

PRIOR TO TRAINING:
- Know your audience and know the number of participants.
- Have the handouts ready and in packets.
- Determine if alternative formats will be needed (i.e. enlarged print, interpreter).
- Rehearse, Rehearse, Rehearse.
- Check over equipment.
- If possible, check out the facility to familiarize yourself.
- Be early.

DURING THE TRAINING:
- Have fun, be relaxed. Allow for interaction. Put in examples from your own life.
- Begin and end on time.

WHEN USING THE EQUIPMENT:
- When using the overhead, use a sheet to cover information until it is disclosed.
- Use a pointer or pen to point to information.

ADAPTATIONS FOR INDIVIDUALS WITH DISABILITIES:
- Make sure all participants are included in the activities.
- Make available if necessary, large print, braille, or taped copies of presentation.
- Ask the individual what type of accommodation is needed.
- Repeat questions from the audience.
- Speak in a normal voice to the audience.
- If not using the overhead, turn it off. It can be distracting.

MATERIALS NEEDED FOR THIS TRAINING SESSION:

- Pre/post Survey
- Sign-up list
- Folder packets for handouts
- Pencils/pens
- Name tags (optional)
- Overhead Projector/Projector Screen
- Video equipment (If recording training session)
- Video (Part of the Team)
- Podium
- Food/Drink (optional)
- Pay Day candy bar
- TV/VCR
- Evaluation/Feedback Form

The Job Search

I. INTRODUCTION

A. PURPOSE

This module was developed to train, educate, and empower Career Service personnel to better serve the needs of students with disabilities. There are approximately 43 million people with disabilities in the United States. According to a Harris poll conducted in 1986, sixty-five percent of individuals with disabilities between the ages of 16-64 were unemployed.

It is important to remember that a good education improves all employment prospects. It is even more important in meeting the vocational needs of people with disabilities. Many times Career Services staff may have limited experience working with people with disabilities and may feel uncomfortable addressing certain areas.

Our agenda for this workshop is:

Handout #1
Agenda/Objectives
Overhead #1
Agenda

I. Introduction
   A. Purpose
   B. Objectives
II. Statistics
   A. The Number of Disabilities
   B. Underemployment/Unemployment
III. Legislation
   A. Section 504
   B. Americans with Disabilities Act
      - Purpose
      - All Titles
      - Title I Unemployment
IV. Definition of Terms Under ADA
   A. Definition of a Disability
   B. Otherwise Qualified
   C. Job Functions
   D. Reasonable Accommodations
   E. Undue Hardship
   F. Video
V. Job Search-Similiarites and Differences
   A. No "Right" Job/Self-Assessment
   B. Disclosure-If, When, And How
   C. Resumes
   D. Job Leads

E. Applications
F. Interview
G. Negotiation
H. Who To Contact

VI. Conclusion-Questions

Overhead #2
Objectives

B. Objectives

1. Basic knowledge of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
2. Definition of a disability/impairment.
3. Job Search issues for an individual with a disability including: Accommodations, disclosure, resume and interviewing.

To Trainer: If pretest is to be completed, hand out now.

Handout #2
Pre-test (optional)

Please fill out this survey. This will be used to gauge knowledge prior to entering the workshop.

II. STATISTICS

A. THE NUMBER OF DISABILITIES

Two-thirds of Americans with disabilities are unemployed or under-employed. Many of these individuals are well educated with some college experience. It is important that the Career Services Center be prepared to assist individuals with disabilities in their job search.According to the Americans with Disabilities Act,there are approximately 43 million people in the United States with a disability. This means that approximately 1 out of every 10 people has a disability. 13.4 million people between the ages of 16-64 have a work related disability.(JAN, 1992)

B. UNDEREMPLOYMENT/UNEMPLOYMENT

To Trainer: Activity - Everyone represents adults with disabilities.Determine how to mark participants packets by Employment Statistics Activity listed below, (i.e. 20 participants- 13 will get red color, 5 will get blue color and 2 will get yellow color). Have all participants stand to begin activity. If people are in wheelchairs, ask them to raise their hands instead of standing.

Numbers to Mark Packets

20	25	30	35	40	45	50
13	*17*	*20*	*23*	*27*	*30*	*34*
5	*6*	*8*	*9*	*10*	*11*	*12*
2	*2*	*2*	*3*	*3*	*4*	*4*

To Trainer:
Number of participants.
First group to sit down.
Second group to sit down.
Those left standing represents those employed.

55	60	65	70	75
37	*40*	*44*	*47*	*50*
14	*15*	*16*	*17*	*19*
4	*5*	*5*	*6*	*6*

Number of participants.
First group to sit down.
Second group to sit down.
Those left standing represents those employed.

I would like to provide you with some statistics on the employment of individuals with disabilities through an activity. Would everyone stand. Those with red dots on your packet may sit down. You represent the 67% of individuals with disabilities who are unemployed. Those with blue dots on your packets may also sit This represents 75% of individuals with disabilities who are unemployed. The people still standing represent those that are employed. You receive a Pay Day candy bar.

Employment Statistics Activity

67% are unemployed. To Trainer: Participants with red color are asked to sit down. 75% of those employed, are underemployed. To Trainer: Participants with blue color are asked to sit down. ***This is 75% of those still standing

To Trainer: Those who are left standing, receive a Pay Day candy bar. Those left standing represent employed individuals with disabilities. They receive a Pay Day candy bar.

III. LEGISLATION

We will now discuss the legislation that brought many of these issues to the forefront. Legislation has been passed within the last 20 years that protects the civil rights of people with disabilities. It is important that we understand this legislation to better serve individuals with disabilities. We will begin by looking at Section 504 of the Rehabilitation Act of 1973.

Overhead #3
Section #504

A. Section 504 of the Rehabilitation Act of 1973

This Act is viewed as being the first "civil rights" legislation for

people with disabilities on a national level. This Act covers all agencies that receive federal assistance. Section 504 deals directly with higher education institutions. It mandates that those institutions may not discriminate against individuals with disabilities and that appropriate and reasonable academic adjustments be provided to students. This means that the institutions provide students extra time on exams, tests that are formatted differently, and other assistance when their disability requires it. This act was a major stepping stone for individuals with disabilities. Twenty years later another piece of legislation affecting the individuals with disabilities was passed. It is the Americans with Disabilities Act of 1990 (Jarrow, 1992).

Handout #3
ADA Fact Sheet

B. AMERICANS WITH DISABILITIES ACT, 1990 (ADA).

Purpose

The ADA is the most comprehensive civil rights legislation passed in over twenty years. This Act extends past that of Section 504 in which only federally funded organizations were affected. ADA encompasses not only federally funded organizations but also the private sector.

Overhead #4
ADA General

All Titles

ADA consists of five titles that address four major areas: Transportation, Employment, Telecommunications and Public Facilities. Our main emphasis will be on Title I Employment.

Title I Unemployment

Overhead #5
ADA-Employment

ADA - Employment
Title I of the ADA prohibits discrimination in any terms or conditions of employment for qualified individuals with a disability. It requires that managers base employment decisions on the ability to perform the job, not on the person's disability or limitations The person must have the same qualifications for the position as other applicants and they must be able to perform the essential functions of the position. However, they may use reasonable accommodations to perform those functions. Title I became effective for companies with 25 or more employees in July 1992 and will become effective for companies of 15 or more employees in July of 1994.

Overhead #6
Definition of a Disability

IV. Definition of Terms Under ADA

A. Definition of a Disability

Let's first make sure we understand who is covered under ADA.ADA defines a person to be considered disabled if they fit into any of the three categories:

Disability Definition

1. Has a physical or mental impairment that substantially limits one or more major life activities. ("Major life" refers to caring for one's self, performing manual tasks, walking,seeing, hearing, sitting, speaking, breathing, learning, working and participating in community activities. It also includes cognitive skills and the capacity to remember and reason.);
2. has a record of impairment; or
3. is regarded as having an impairment.

Impairment under ADA includes:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss, and
2. any mental or physiological disorder, (i.e. cerebral palsy, HIV, or cancer) (Pimental et al. 1992).

Please Note: Temporary disabilities (i.e. pregnancy, broken limbs) are not covered under ADA. If a person cannot read because of a disability, their illiteracy is covered under ADA; if the person cannot read because they never had the opportunity to learn, that illiteracy is not covered.

B. Otherwise Qualified

Overhead #7
Otherwise Qualified

How one determines whether a person with a disability is"qualified" requires a two-step process:

1. Determine if the person is "otherwise qualified." Does the person meet the pre-requisites, (i.e.educational background, employment experiences, skills, licenses, technical knowledge, or other job related requirements).

2. Can the person meet the essential functions of the position with or without a reasonable accommodation? (Pimental et al. 1992)

C. Job Functions

Overhead #8
Job Functions

ADA states that it is unlawful to discriminate against a person with a disability who ca perform the job with or without a reasonable accommodation. However, we need to discuss the term "essential job function." When identifying an essential function of the job, the employer must ask themselves whether it is a basic, necessary and integral part of the job. If it is then it is an essential job function. If the task is a peripheral incidental, or minimum part of the job, it is considered marginal. Another way to look at this is, if the function of the job was removed, would the basic purpose of the position be destroyed, or would it be an inconvenience?

An example:

- If a person is hired to file, reaching the file cabinets is an essential function. Even if the task is rarely performed it may be essential. A fire-fighter must be able to carry an unconscious adult from a burning building (Pimental, 1992). Assessing essential and marginal functions of a position can be tricky. This is another reason the applicant should be aware of the job description and be able to verbalize and be a self-advocate. If an employer has not written a description or is unsure of what the essential job function is, then the applicant needs to be prepared to self-advocate and work with the employer.

D. Reasonable Accommodations

Overhead #9
Reasonable Accommodations

ADA gives a rather general definition: Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Employers are also obligated to provide accommodations only if there is "known physical or mental limitation."

Overhead #10
Types of Reasonable Accommodations
Handout #4
Examples of Job Accommodations

Types of accommodations may be as simple as putting a desk on blocks, flex time or modified work schedule, producing materials in enlarged print, or readers and interpreters. Once a person has decided to disclose their disability, they need to be aware of what accommodations are needed in order to be effective at the position. As indicated earlier, an accommodation is a modification or assistive technology that allows a person with a disability to complete the essential functions of the job. Accommodations vary for each situation. It might be something as simple as putting a desk on blocks for a person who uses a wheelchair, a modified

work schedule, or purchasing assistive technology.

Examples of job accommodations are:

- A plant worker who was hearing-impaired was able to use a telephone amplifier designed to work in conjunction with hearing aids, allowing him to retain his job and not be transferred to a lower paying job within in the company. Cost: $23.95
- A clerk with limited use of her hands was provided with a "Lazy Susan" file folder for her desk. This prevented her from having to reach across her desk and allowed her to remain in her job as before. Cost: $85.00
- An individual with the use of only one hand needed to be able to use a camera as part of his job. A tripod had proven to be too cumbersome. By providing a waist pouch (such as is used in carrying flags), he was able to manipulate the camera and keep his job. Cost: $50.00
- Changing a desk layout from the right to the left side for a person with a visual impairment who worked as a data entry operator enabled her to be more efficient. Cost: $0.
- A receptionist who was blind was provided a light-probe which allowed her to determine which lines on the telephone were ringing, on hold, or in use. Cost: $45.00.
- A headset for a phone was rented that allowed an insurance salesperson with cerebral palsy to write while talking. Cost $49.95. (Pimental, 1992)

Overhead #11
Cost of Job Accommodations
Handout #5
JAN Brochure

According to the Job Accommodation Network (JAN), the majority of accommodations are inexpensive.
31% of accommodations cost little or nothing.
19% of accommodations cost $1 - $50
19% of accommodations cost $51 - $500
11% of accommodations cost $501 - $1000
1% of accommodations cost $5000 and up
(Job Accommodations Network - JAN, 1992)

It is the employees responsibility to disclose their disability and then ask for an accommodation. If the accommodation proves to be an undue hardship for the employer, it does not have to be purchased.

E. Undue Hardship

Overhead #12
Undue Hardship

Factors that determine an undue hardship to an organization are determined by the nature and net cost of the accommodation,

overall financial resources, type of organization, and how the accommodation will affect the business. A reasonable accommodation to one employer may prove to be an undue hardship for another employer. For example, a large university would have to provide just about any accommodation, even if the accommodation is needed in a small department with limited finances. The reason is the university has large amounts of resources. It is seen to have sufficient resources (Pimental et al. 1992). In looking at an accommodation, it does not necessarily have to be the employee's first choice. If what the employee asks for proves to be a hardship, an alternative accommodation may be considered (Witt, 1992).

F. VIDEO

To help you have a better understanding of accommodations, we are going to look at a video, "Part of the Team." This video looks at how people with disabilities can be accommodated in the work place. While viewing the video, look for the various accommodations that occur in the work place. Afterwards, we will begin to look at the job search. The examples given in the video will give a general overview of possible accommodations.

Discussion Questions:
1. What are your reactions to the video?
2. What are the accommodations that have been made for a person that you are acquainted with?

V. JOB SEARCH/SIMILARITIES AND DIFFERENCES

There are many similarities in the job search of people with and without disabilities. When a person begins a job search they need to do a self-assessment in which they look at their interests, education, and experiences. Other similarities include the job search itself, with the development of a resume, cover letter, job leads, filling out applications and attending interviews. Again, there are many similarities between a person with a disability and a person without a disability who are looking for a job. We are here to discuss the differences that occur for people with disabilities.

A. NO "RIGHT" JOB/ SELF-ASSESSMENT

Overhead #13
"No Right Job"

Many people believe that individuals with disabilities are suited for certain jobs. Examples would be: a blind piano tuner, or that a person with a disability should go into social work or rehabilitative

services. It is important to remember when assisting persons in determining career goals, not to push them into one field, or tell a person they should not go into a field due to their disability. Some examples are: a person with a learning disability interested in becoming a lawyer, or a person with a visual disability becoming a secretary. As indicated earlier, there are many similarities in a job search by individuals with and without disabilities. One of the first things every individual should do prior to implementing a job search is a self-assessment.

Overhead #14
Self-Assessment

1. What are my interests?
2. What do I want most from work?
3. What is important to me?

A person with a disability needs to continue self-assessment issues regarding their disability such as:

1. If, when, and how should I disclose my disability?
2. What accommodations are needed?
3. What are my strengths and weaknesses?

We will discuss disclosure and accommodations and how it relates to the job search.

Overhead #15
If, When and How

B. Disclosure - If, When and How?

If

Disclosure may be one of the most important issues for a person with a disability during a job search. The real question of whether or not to disclose is "Will it support the objective of getting hired?" If an employer will view the disclosure as a positive, then do so as soon as possible. If the employer will see it as a negative, wait. Examples of when an employer would see a disclosure as a positive:

- Companies that have established programs or policies to recruit individuals with disabilities.
- Companies that serve people with disabilities.
- Some companies with federal contracts.

Overhead #16
If

If a person is considering "if" to disclose their disability a few questions to consider are:

1. Will my disability impact my job performance?
2. Do I know what to say to people about my disability?
3. Can I deal with insensitive questions?

The issue of "if" to disclose a disability mainly deals with people who have invisible disabilities such as; learning disability, visual impairment, or mental illness.

When and How

Overhead #17
When & How

Once a person has decided to disclose, the next step is to decide when and how. The applicant must make this decision.

Questions to consider concerning when and how to disclose are:

- Will my disability impact my job performance?
- Do I know what to say to people about my disability?
- Can I deal with insensitive questions?
- Will this help me get hired?

It is important that the job applicant be aware of the job description, which may uncover certain questions regarding the position. Is travel involved? Is computer technology involved? How do co-workers communicate, E-Mail or voice mail? (Disability Spectrum, 1993).

Handout #6
Disclosure At A Glance

Examples of different times to disclose are:

1. Third Party Reference. A third person (i.e. a friend, employment agency) can disclose the disability. This would best be used when the third person can "sell" the applicant.
2. An employer has called for an interview. This is a good method to use when the applicant has a visible disability and wants to avoid the "shock" and awkwardness during an interview. This is also a good time for the applicant to express concern about the accessibility of the interview room.
3. The applicant calls the interviewer him/herself to disclose the disability. This would be used to eliminate the shock effect and the person other than the interviewer calls to set up the interview. Again, this is a good time to disclose the fact the applicant needs an accessible interview room.
4. Application. This is done when the application specifically asks if there is "job performance limitations." If the applicant must answer "yes", but has not disclosed the disability, then write "will discuss."
5. During the interview or at the moment of meeting. This method is used when the applicant wants to surprise the interviewer with his/her disability. The applicant must be aware that many times employers are unable to move away from the shock factor and focus on job qualifications.
6. Interview-Pre-offer. An applicant has an invisible disability and does not require any accommodations then the applicant may choose not to disclose the disability at all (Witt, 1992). When

an applicant is considering when and how to disclose, there are benefits of waiting and for immediate disclosure. A few of the benefits of immediate disclosure are:

- Reduction of stress.
- Easier to ask for accommodations, if needed.
- Alleviates the shock factor.
- Permits a person to sense how receptive the environment is.

If the applicant decides to wait to disclose, reasons might be:

1. Invisible disability, and no job accommodation is needed.
2. Surprise factor. An applicant might want to wait until the interview to disclose the disability. This does not allow the interviewer time to make any pre-conceived ideas concerning the disability. If the applicant decides to use this tactic, he/she should have a great deal of inner confidence because the interviewer might be embarrassed or hostile (Disability Spectrum, 1993).

If the person has decided to disclose, there are certain tips that one should be aware of:

Overhead #18
Tips on Disclosure

1. Time the disclosure appropriately. The applicant should market themself first. Sell the skills, not the disability. Do not mention the need for accommodations until after the employer is convinced of the person's qualifications.
2. Minimize the initial discussion of the disability. Focus on the relevant information. Once the need for accommodation is met or discussed, go back to marketing skills and qualifications.
3. Prepare for disclosure. Rehearse what will be said. Employers will take cues from the person with a disability. If the person with the disability is comfortable discussing it, the employer will be, too.
4. Job applicants do not have to disclose what their disability is but that they need accommodations. It is important to remember that it is the applicant's decision whether or not to disclose. The applicant can best answer, "Will this help me get hired?" Applicants must do what is best for them and what puts the employer at ease. (Witt, M.,1992)

C. Resumes

Overhead #19
Resume "No"

When it comes to putting personal information on a resume- don't. That includes listing a disability on the resume. The only time it may be listed is when it could be seen as a benefit. But those cases would be rare. If the person is concerned about large gaps in his/her employment due to a disability, it may be beneficial to do a

functional style resume versus a chronological style. In this case, experience would be the focus of attention.

D. Job Leads

Overhead #20
10 More Contacts

Once the prospective employee has completed a self-assessment and developed a "selling" resume, it is time to find out what jobs are available. Job leads are difficult with or without a disability. But a person with a disability will need 10 more contacts to get an interview than a person without a disability. There are several agencies that assist people with disabilities in the job search such as: Division of Vocational Rehabilitation (DVR), non-profit agencies, and AHEAD (Association on Higher Education and Disability), which has a job bank.

E. Applications

When completing an application it is important to do so neatly and completely. This is true if the person does or does not have a disability. If the application has a question regarding if the applicant can perform all job- related tasks and the applicant is unable to do so, then put "will discuss in interview." It is illegal for an application to ask if a person has a disability or has received worker's compensation. If questions such as those come up, it is the applicant's decision how to answer. The person might be more comfortable leaving the space blank or writing in "will discuss."

F. Interview

Overhead #21
Interview

Prior to the interview the applicant needs to have completed a self-assessment. This includes knowing their strengths/weaknesses, what accommodations will be needed to complete the essential job functions of the job, and if, when and how to disclose a disability.

1. Questions than can/cannot be asked. There are certain questions the employer can and cannot ask under ADA. The applicant should be aware of what is appropriate.

Examples of questions that an employer <u>cannot</u> ask:

Overhead #22
Questions that
Can/Cannot Be Asked

- Do you have any condition or disability that would prevent you from being able to perform the essential function of the job?
- Do you have a visual impairment?
- About any physical characteristics, (e.g. scars, burns)
- Are you are in good health?
- Are you have ever had an emotional illness or have consulted a psychologist or psychiatrist?

- How did you come to require leg braces or a prosthesis?
- Have you ever filed a Worker's Compensation claim?
- Have you ever had a drug or alcohol problem?
- How did your disability came about?
- Does anyone in your family have an illness or history of illness?
- What is your prognosis for recovery?
- Any other questions related to your disability?
- Do you expect your condition to cause you much time off?

Questions an employer can ask during a job interview, if it relates to an individual's ability to perform job-related functions. Remember all questions should be asked of all applicants.

- Can you move 50 pounds from point A to B?
- Can you sit for two hours at a time?
- Can you read a video display terminal?
- Can you reach the top of a six-foot high filing cabinet?
- Can you do the essential functions of the job with or without a reasonable accommodation?
- Will there be a problem meeting the attendance policy?
- An employer may ask a person in a wheelchair who cannot drive, "This job requires 6 site visits per day. How, with or without a reasonable accommodation, might you get from one job site to another?"

Handout #7
Interview Script

Activity

To Trainer: The purpose of this activity is to illustrate what questions can and cannot be asked during an interview. To complete this activity ask for a volunteer from the audience. Give the person a copy of the script. Explain to the audience that this is a mock interview in which the employer is asking questions that are both legal and illegal. When the employer asks an illegal question, ask the audience to interrupt and state why it is illegal. If no one interrupts, the trainer should stop and say why it is illegal. The trainer and volunteer could also go through the interview first, then the second time have participants interact. Another Option is to ask participants to give different answers.

We are going to be doing an activity to illustrate questions that can and cannot be asked during an interview. When an illegal question is asked, please interrupt and state why it is illegal. We will go through the entire script once first. During the second time, please interrupt when you think a question is illegal.

The situation:
A person in a wheelchair is applying for a position as a social worker in a hospital.

Employer: Tell me about your experience and education and how it relates to this position.

Applicant: I have a Bachelor's degree in social work and I completed a one year practicuum in a nursing home.

Employer: How and when did you become disabled? Also, what is your disability? (Illegal)

Applicant: I have a spinal injury that occurred on a waterslide when I was fifteen.

Employer: Does this disability cause you to take much time off? (Illegal)

Applicant: I have an excellent attendance policy. Please check with my past employers.

Employer: How will you be able to complete the essential function of the job of visiting patients in their rooms?

Applicant: I am able to move around easily using my wheelchair. If things need to be moved in the room, I will just ask.

Employer: Thank you for coming in. I will call you to update you on this position.

Discussion Questions:

- Are there questions about why these questions are illegal?
- Does anyone have a personal experience they would like to share with us?

G. Negotiation

By the time an applicant gets to this stage, it is obvious they have completed their research and their self-assessment has paid off. When it comes to negotiating job functions and accommodations, it is important to look at the position, department, and the entire organization.

H. Who to Contact

Handout #8
Resources

We have included the numbers of various resources in case there are further questions concerning ADA, and legal questions.

ADA Project
4816 Santana Circle
Columbia, MO 65202
314-882-4232

MO Assistive Technology
4731 S. Cochise
Independence, MO 64055
1-800-647-8557(voice)
1-800-647-8558(TT)

Columbia Human Rights
Box N
Columbia, MO 65205

Missouri Committee on Human Rights
P.O. Box 1129
Jefferson City, MO 65102
314-751-3325

EEOC (Equal Employment Opportunities Council)
911 Walnut
Kansas City, MO 64106
816-426-5773

U.S. Dept. of Education
Office of Civil Rights
10220 North Executive Hills Blvd.
P.O. Box 901381 8th Floor
Kansas City, MO 64153-1367
816-891-8105
If it is a University complaint, contact ADA Coordinator.

VI. CONCLUSION - QUESTIONS

Handout #9
Post-Test
Handout #10
Evaluation

It has been illustrated throughout this workshop that there are many similarities and differences a person with a disability needs to be aware of prior to, and during, a job search. Hopefully, we were able to address the differences and provide information that will assisting serving individuals with disabilities. If you have any question, please call.

To Trainer: If you are giving the Post-Test, hand out before finishing.

Please complete this Post-Test. This will be used to determine the effectiveness of this training and to determine if we met the objectives. Also, fill out the evaluation. This will help evaluate the entire training session.

THANK YOU!

Resource List

Disability Spectrum. Volume 12, Number 1. University of Wisconsin-Madison. March/April, 1993.

Equal Employment Opportunity Commission. (brochure) The Americans with Disabilities Act: Your Employment Rights as an Individual with a Disability. (202) 663-4399 (TDD) (202) 663-4395 (voice). 1991

Job Accommodation Network. (video) and brochure. West Virginia, P.O. Box 6123, Morgantown, WV 26506-6123. 1-800-JAN-7234 (U.S.) 1-800-JAN-CANA (Canada); 1992.

Part of the Team. (video). National Easter Seal Society, 70 East lake Street Chicago, Illinois 60601. (312) 726-6200 (voice), (312) 726-4258 (TDD).

Pimental, R., Bissonnette, D., & Lotito, M. What Managers & Supervisors Need to Know About the ADA. Northridge, California; Milt Wright & Associates, Inc. 1992.

Tips for Disability Awareness. (brochure) National Easter Seal Society, 70 East lake Street Chicago, Illinois 60601. (312) 726-6200 (voice), (312) 726-4258 (TDD).

Witt, Melanie A. Job Strategies for People with Disabilities. Princeton, New Jersey; Peterson's Guides. 1992.

HANDOUTS

1. Agenda/Objectives
2. Pre-test (optional)
3. ADA Fact Sheet
4. Examples of Job Accommodations
5. JAN Brochure
6. Disclosure at a Glance
7. *(Trainer Use Only) Interview Script*
8. Number of Resources
9. Post-test (optional)
10. Evaluation (optional)

Handout #1

AGENDA

INTRODUCTION

STATISTICS

LEGISLATION
JOB SEARCH - ISSUES CONCERNING INDIVIDUALS WITH DISABILITIES

CONCLUSION

OBJECTIVES

1. Basic knowledge of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

2. Definition of a disability/impairment.

3. Job Search issues for an individual with a disability including:
   - Accommodations
   - Disclosure
   - Resume
   - Interviewing

PRE-WORKSHOP SURVEY

Please complete the following survey. Following training on the "Job Search" module, you will be asked to complete another survey. The results of these surveys will be used to evaluate the effectiveness of the training. You will not be personally identified by name for any reason. Your participation is greatly appreciated.

Please place a check mark next to the appropriate response or write in the required information.

Part I Demographic

GENDER
____ MALE
____ FEMALE

TITLE
___ PLACEMENT SPECIALIST
___ ADMINISTRATOR
___ TEACHER FACULTY
___ WORKSTUDY
___ GRADUATE ASSISTANT/INTERN
___ SUPPORT STAFF
___ OTHER, SPECIFY _____

DISABILITY (CHECK EACH APPROPRIATE ANSWER)
___ NOT APPLICABLE
___ LEARNING DISABLED
___ HEARING IMPAIRED
___ HEAD INJURY
___ VISUAL IMPAIRMENT
___ MOBILITY
___ PHYSICAL
___ PSYCHIATRIC
___ OTHER, PLEASE SPECIFY _____

TRAINING SITE
___ LONGVIEW COMMUNITY COLLEGE
___ UNIVERSITY OF MISSOURI-COLUMBIA
___ SOUTHWEST MISSOURI STATE UNIVERSITY

___ AGE

PART II

Rate your knowledge level regarding the following topics related to job search issues regarding people with disabilities.

	I would categorize my knowledge of the topic as:			
	High	Mod.High	Mod.Low	Low
1. Laws that protect people with disabilities from employment discrimination (Americans with Disabilities Act).	4	3	2	1
2. Knowledge of reasonable accomodations.	4	3	2	1
3. Knowledge of questions employers can and can not ask during a job interview.	4	3	2	1
4. Knowledge of who is covered under the Americans with Disabilities Act (ADA).	4	3	2	1
5. Steps to determine what is an essential and marginal job function.	4	3	2	1
6. Steps to determine if, when, and how to disclose a disability.	4	3	2	1
7. Issues concerning how to assist a person with a disability in their job search, such as:				
resume writing	4	3	2	1
self-assessment	4	3	2	1
interviewing	4	3	2	1

8. List any other topics related to the job search of people with disabilities you would like more information on.

Thank you for your participation!!

U.S. Architectural and Transportation Barriers Compliance Board

Americans With Disabilities Act Accessibility Requirements

The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment (title I), State and local government services and transportation (title II), public accommodations (title III), and telecommunications (title IV). This chart summarizes the major accessibility requirements for each title of the ADA and includes references to the applicable regulations.

The ADA requires that the Architectural and Transportation Barriers Compliance Board (Access Board) issue guidelines to ensure that buildings, facilities, and vehicles covered by the law are accessible, in terms of architecture and design, transportation, and communication, to individuals with disabilities. Regulations issued by the Department of Justice and the Department of Transportation must be consistent with the Access Board's guidelines. The Access Board issued the Americans with Disabilities Act Accessibility Guidelines (ADAAG) for buildings and facilities on July 26, 1991; and amended it on September 6, 1991 to include additional requirements for transportation facilities. The Access Board also issued ADAAG for transportation vehicles on September 6, 1991. The Department of Justice has adopted ADAAG for buildings and facilities as the accessibility standard for new construction and alterations of places of public accommodation and commercial facilities covered by title III of the ADA. The Department of Transportation has adopted ADAAG as the accessibility standard for new construction and alterations of transportation facilities by public entities covered by title II of the ADA and for transportation vehicles acquired by public and private entities covered by titles II and III of the ADA. ADAAG is reprinted in the Department of Justice and Department of Transportation regulations, as applicable. The regulations issued by the Federal agencies listed in this chart contain other requirements, in addition to those relating to accessibility. The addresses and phone numbers for contacting the Federal agencies are at the end of this chart.

Abbreviations used in this chart:

ADAAG	Americans with Disabilities Act Accessibility Guidelines	EEOC	Equal Employment Opportunity Commission
CFR	Code of Federal Regulations	FCC	Federal Communication Commission
DOJ	Department of Justice	FR	Federal Register
DOT	Department of Transportation	UFAS	Uniform Federal Accessibility Standards

Accessibility Requirements	Effective Dates	Regulations and Enforcement
Title I - Employment		
Employers with 15 or more employees may not discriminate against qualified individuals with disabilities. 29 CFR 1630.4 Employers must reasonably accommodate the disabilities of qualified applicants or employees, including modifying work stations and equipment, unless undue hardship would result. 29 CFR 1630.2 (o) and 1630.9.	July 26, 1992 - for employers with 25 or more employees July 26, 1994 - for employers with 15 to 24 employees	EEOC final rules are in 29 CFR Part 1630 (56 FR 35726, July 26, 1991) Individuals may file complaints with EEOC. Individuals may also file a private lawsuit after exhausting administrative remedies Remedies are the same as available under Title VII of the Civil Rights Act of 1964. Court may order employer to hire or promote qualified individuals, reasonably accommodate their disabilities, and pay back wages and attorneys' fees [1]
Title II - Public Services **A. State and Local Government Services** [2]		
State and local governments may not discriminate on the basis of disability. 28 CFR 35.130. Each service, program, or activity must be operated so that, when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities, unless it would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Structural changes to existing buildings may be required where other methods of achieving compliance are not effective. 28 CFR 35.150. Newly constructed State and local government buildings must be accessible. 28 CFR 35.151(a)	January 26, 1992 - unless otherwise noted below. Structural changes to existing buildings to meet "program accessibility" requirement must be made by January 26, 1995. Public entities with 50 or more employees must develop "transition plan" for such changes by July 26, 1992. Disability community must be involved in developing the plan. Facilities must comply if bids invited after January 26, 1992. 56 FR 35710 (July 26, 1991).	DOJ final rules on State and local government services are in 28 CFR Part 35 (56 FR 35694, July 26, 1991) DOJ final rules permit State and local governments to use ADAAG or UFAS as accessibility standard for new construction and alterations of buildings. 28 CFR 35.151(c) Individuals may file complaints with Federal agencies designated in 28 CFR 35.190. Individuals may also file a private lawsuit Remedies are the same as available under Section 505 of the Rehabilitation Act of 1973. Court may order public entity to make facilities accessible, provide auxiliary aids or services, modify policies, and pay attorneys' fees.

[1] The Civil Rights Act of 1991 provides a new remedy for compensatory and punitive damages in cases of intentional discrimination in employment.

[2] Recipients of Federal financial assistance have similar obligations under Section 504 of the Rehabilitation Act of 1973. Most buildings constructed or altered with Federal funds are required to comply with the Architectural Barriers Act of 1968.

Accessibility Requirements	Effective Dates	Regulations and Enforcement
Title II - Public Services (Continued)		
A. State and Local Government Services[2] (Cont.)		
Alterations to existing State and local government buildings must be done in an accessible manner. 28 CFR 35.151(b)	Alterations commenced after January 26, 1992	
Newly constructed and altered streets and pedestrian walkways must contain curbcuts at intersections. 28 CFR 35.151(d)		
B. Transportation[2]		
Newly constructed transit facilities by public entities must be accessible. 49 CFR 37.41	Transit facilities must comply if "notice to proceed" issued after January 25, 1992 (October 7, 1991 for Amtrak and commuter rail stations)	DOT final rules on transportation are in 49 CFR Parts 37 and 38 (56 FR 45584, September 6, 1991).
Existing "key stations" in rapid rail, commuter rail, and light rail systems must be accessible. 49 CFR 37.47 and 37.51.	By July 26, 1993. Extensions may be granted up to July 26, 2010 (commuter rail) and July 26, 2020 (rapid and light rail) for stations needing extraordinarily expensive structural changes.	DOT final rules require public entities to use ADAAG as accessibility standard for new construction and alterations of transit facilities and for transit vehicles. 49 CFR 37.7 and 37.9.
All existing Amtrak stations must be accessible. 49 CFR 37.55	By July 26, 2010	Individuals may file complaints with DOT concerning transportation. Individuals may also file a private lawsuit.
Alterations to existing transit facilities by public entities must be done in an accessible manner. When alterations affect usability of or access to "primary function" areas of a transit facility, an accessible path of travel must be provided to the altered areas and the restrooms, drinking fountains, and telephones serving the altered areas must also be accessible, to the extent that the cost of making these features accessible does not exceed 20% of the planned alterations. 49 CFR 37.43	Alterations for which "notice to proceed" or "work order" issued after January 25, 1992 (October 7, 1991 for Amtrak and commuter rail stations).	Remedies are the same as available under Section 505 of the Rehabilitation Act of 1973. Court may order public entity to make facilities accessible, provide auxiliary aids or services, modify policies, and pay attorneys' fees.

Accessibility Requirements	Effective Dates	Regulations and Enforcement
New buses and rail vehicles acquired by public entities for fixed route systems must be accessible. 49 CFR 37.71, 37.79 and 37.85	Vehicles must comply if closing date for submission of bids is after August 25, 1990. ADAAG is applicable astandard as of October 7, 1991. Interim standards apply before that date (56 FR 40762, October 4, 1990)	
New vehicles acquired by public entities for demand responsive systems must be accessible unless the system provides individuals with disabilities a level of service equivalent to that provided to the general public. 49 CFR 37.77	Vehicles must comply if closing date for submission of bids is after August 25, 1990. ADAAG is applicable astandard as of October 7, 1991. Interim standards apply before that date (56 FR 40762, October 4, 1990)	
Public entities have certain obligations when acquiring or remanufacturing used vehicles. 49 CFR 37.73, 37.75, 37.81, 37.83, 37.87, and 37.89.	Acquired or remanufactured after August 25, 1990	
One car per train must be accessible. 49 CFR 37.93	By July 26, 1995	
Amtrak trains must have same number of wheelchair spaces and transfer seats for wheelchair users as would be available if every single level coach car in the train were accessible to wheelchair users. No more than two of each type of space or seat may be provided on each car. 49 CFR 37.91	By July 26, 2000. Half of these spaces and seats must be available by July 26, 1995.	
Public entities operating fixed route bus, and rapid rail and light rail systems must provide comparable complementary paratransit service to individuals with disabilities who meet certain eligibility criteria to the extent that an undue financial burden is not imposed. 49 CFR 37.121 to 37.155.	Initial plans for providing service must be submitted to DOT by January 26, 1992 and updated annually thereafter. Disability community must be involved in developing the plans. Public entities must begin implementing plans on January 26, 1992 and achieve full compliance by January 26, 1997.	

[1] Recipients of Federal financial assistance have similar obligations under Section 504 of the Rehabilitation Act of 1973. Most buildings constructed or altered with Federal funds are also required to comply with the Architectural Barriers Act of 1968.

Accessibility Requirements	Effective Dates	Regulations and Enforcement
Title III - Public Accommodations		
Restaurants, hotels, theaters, shopping centers and malls, retail stores, museums, libraries, parks, private schools, day care centers, and other similar places of public accommodation may not discriminate on the basis of disability. 28 CFR 36.201.	January 26, 1992 - unless otherwise noted below.	DOJ final rules on public accommodations and commercial facilities are in 28 CFR Part 36 (56 FR 35544, July 26, 1991).
		DOT final rules on transportation vehicles acquired by private entities are in 48 CFR Parts 37 and 38 (56 FR 45584, September 6, 1991).
Physical barriers in existing places of public accommodation must be removed if readily achievable (i.e., easily accomplishable and able to be carried out without much difficulty or expense). If not, alternative methods of providing services must be offered, if those methods are readily achievable. 28 CFR 36.304 and 36.305.	The obligation to engage in readily achievable barrier removal is a continuing one. 56 FR 35569 (July 26, 1991).	DOJ and DOT final rules require private entities covered by title III to use ADAAG as the accessibility standard for new construction and alterations of buildings and for transit vehicles. 28 CFR 36.310 and 36.406; 49 CFR 37.7.
New construction of places of public accommodation and commercial facilities (non-residential facilities affecting commerce) must be accessible. 28 CFR 35.401.	Facilities designed and constructed for first occupancy after January 26, 1993. A facility is designed and constructed for first occupancy after January 26, 1993, only if: (1) the last application for a building permit or permit extension is certified to be complete by a State, county, or local government after January 26, 1992; and (2) the first certificate of occupancy is issued after January 26, 1993.	Measures taken to comply with readily achievable barrier removal must comply with ADAAG unless it would not be readily achievable in which case other readily achievable measures that do not fully comply with ADAAG may be taken. However, no measure shall be taken that poses a significant risk to the health or safety of individuals with disabilities or others. 28 CFR 36.304 (d).
Alterations to existing places of public accommodation and commercial facilities must be done in an accessible manner. When alterations affect usability of or access to "primary function" areas of a facility, an accessible path of travel must be provided to the altered areas and the rest rooms, telephones, and drinking fountains serving the altered areas must also be accessible, to the extent that the cost of making these features accessible does not exceed 20% of the cost of the planned alterations. 28 CFR 36.402 and 36.403. The additional accessibility requirements for alterations to "primary function" areas do not apply to measures taken solely to comply with readily achievable barrier removal. 28 CFR 36.304(d).	Alterations commenced after January 26, 1992.	On application by State or local government, Assistant Attorney General for Civil Rights, in consultation with the Access Board, may certify that State or local building codes meet or exceed ADAAG. 28 CFR 36.601 to 36.608.

Accessibility Requirements	Effective Dates	Regulations and Enforcement
Elevators are not required in newly constructed or altered buildings under three stories or with less than 3,000 square feet per floor, unless the building is a shopping center, shopping mall, professional office of a health care provider, terminal, depot, or other station used for specific public transportation, or an airport passenger terminal 28 CFR 36 401(d) and 36 404 Examinations and courses related to licensing or certification for professional and trade purposes must be held in accessible buildings or alternative accessible arrangements must be made. 28 CFR 36 309(b)(1)(iii) and (c)(4)		Individuals may file complaints with the Attorney General. Individuals may also file a private lawsuit. Where appropriate and to the extent authorized by law, the use of alternative means of dispute resolution is encouraged Remedies are the same as available under Title II of the Civil Rights Act of 1964. Court may order a private entity to make facilities accessible, provide auxiliary aids or services, modify policies, and pay attorneys' fees. Court may award money damages and impose civil penalties in lawsuit filed by Attorney General but not in private lawsuit by individuals.
New buses and other vehicles (except aircraft and automobiles) acquired by private entities to provide specified public transportation must be accessible or system in which vehicles are used must provide individuals with disabilities a level of service equivalent to that provided to the general public depending on whether entity is primarily engaged in business of transporting people, whether system is fixed route or demand responsive, and vehicle seating capacity. 49 CFR 37.101 to 37.107	Vehicles must comply if the closing date for submission of bids is after August 25, 1990 (February 25, 1992 for rail passenger cars and vans with a capacity of less than 8 persons when operated by a private entity primarily engaged in the business of transporting people). ADAAG is applicable standard as of October 7, 1991. Interim standards apply before that date (56 FR 40762, October 4, 1990).	Small businesses with 25 or fewer employees and gross receipts of $1 million or less may not be sued for violations occurring before July 26, 1992; and small businesses with 10 or fewer employees and gross receipts of $ 5 million or less may not be sued for violations occurring before January 26, 1993. However, such small businesses may be sued for violations relating to new construction and alterations to facilities occurring after January 26, 1992.
New over the road buses (buses with an elevated passenger deck located over a baggage compartment) must be accessible. 49 CFR 37.169, and 49 CFR 38.151 to 38.157.	Structural changes in over the road buses to provide access to wheelchair users are not required until July 26, 1996 (July 26, 1997, for small companies). Dates may be extended an additional year after completion of a study.	
Title IV - Telecommunications		
Telephone companies must provide telecommunications relay services for hearing impaired and speech impaired individuals 24 hours per day. 47 CFR 64.603 and 64.604.	By July 26, 1993	FCC final rules are in 47 CFR Part 64 (56 FR 36729, August 1, 1991) Individuals may file complaints with the FCC.

For technical assistance with respect to ADAAG, contact:

Architectural and Transportation Barriers Compliance Board
1331 F Street, N.W., Suite 1000
Washington, DC 20004-1111
(202) 653-7848 (Voice/TDD)
800-872-2253 (Voice/TDD)
9:00 AM - 5:30 PM EST

For more information about regulations referenced in this chart, contact:

Department of Justice
Office of the Americans with Disabilities Act
Civil Rights Division
PO Box 66118
Washington, DC 20530
(202) 514-0301 (Voice)
(202) 514-0381 (TDD)
(202) 514-6193 (Electronic Bulletin Board)
11:00 AM - 5:00 PM EST

Department of Transportation
400 Seventh Street, SW
Washington, DC 20590
(202) 366-9305 (Voice)
(202) 755-7687 (TDD)
9:00 AM - 5:30 PM EST

Equal Employment Opportunity Commission
1801 L Street, NW
Washington, DC 20507
(202) 663-4900 (Voice)
(800) 800-3302 (TDD)
(202) 663-4494 (TDD for 202 Area Code)
9:00 AM - 5:30 PM EST

Federal Communications Commission
1919 M Street, NW
Washington, DC 20554
(202) 632-7260 (Voice)
(202) 632-6999 (TDD)
8:00 AM - 5:30 PM EST

Access Board publications and each Federal agency's regulations are available in accessible formats, including braille, cassette tape, large print, and computer disc.

December 1991

The attached document has been made available to you by the

JOB ACCOMMODATION NETWORK

Established in 1983 as a service of the President's Committee on Employment of People with Disabilities, the Job Accommodation Network (JAN) is an information network and consulting resource to enable qualified workers with disabilities to be hired or retained. Businesses, rehabilitation professionals, and persons with disabilities can discuss their concerns and information needs with JAN's Human Factors Consultants and receive immediate suggestions on solutions to accommodation problems. JAN offers comprehensive information on methods and available equipment that have proven effective for a wide range of accommodations. Included will be names, addresses, and phone numbers of appropriate resources. You can make personal contacts for additional insights. Information can be provided by phone or mail, and is available at no cost to the caller.

For Further Information on Ways to Make "Reasonable Accommodation" Please Contact:

The Job Accommodation Network
West Virginia University
918 Chestnut Ridge Road; Suite 1
PO Box 6080
Morgantown, WV 26506-6080
1-800-526-7234 or
1-800-ADA-WORK in the United States
1-800-526-2262 in Canada
All Lines Voice and TDD

Handout #4

Examples of Job Accommodations

A plant worker who was hearing-impaired was able to use a telephone amplifier designed to work in conjunction with hearing aids, allowing him to retain his job and not be transferred to a lower-paying job within the company. Cost $23.95.

A clerk with limited use of her hands was provided with a "Lazy Susan" file folder for her desk. This prevented her from having to reach across her desk and allowed her to remain in her job as before. Cost: $85.00.

An individual with the use of only one hand needed to be able to use a camera as part of his job. A tripod had proven to be too cumbersome. By providing a waist pouch (such as is used in carrying flags), he was able to manipulate the camera and keep his job. Cost: $50.00

Changing a desk layout from the right to the left side for a person with a visual impairment data entry operator. Cost: $0.

A receptionist who was blind was provided a light-probe which allowed her to determine which lines on the telephone were ringing, on hold, or in use. Cost: $45.00.

A headset for a phone was rented that allowed an insurance salesperson with cerebral palsy to write while talking. Cost $49.95.

An individual with one hand working in a food service position was able to perform all of the tasks in her position except opening cans. A one-handed can opener enabled her to perform that one remaining task. Cost $35.00.

A groundskeeper who had recovered from a stroke had limited use of one arm and needed to be able to rake grass to maintain his position. The use of a detachable extension arm on the rake allowed him to grasp the handle on the extension with the affected hand and control the rake with his functional arm. Cost: $19.80.

A timer with an indicator light allowed a medical technician who was deaf to be able to perform the laboratory tests required for her job. Cost: $26.95.

(Pimentel et al., 1992)

Handout #6

Disclosure At A Glance
General Guide to Disclosure Timing

Method of Disclosure	▸Use When...
Third-party referral	▸Someone else can sell you
Resume	▸Employer will see it as a positive
Employer call for an interview	▸You have a visible disability and want to avoid shock effect and awkwardness during interview
You call to disclose	▸You have a visible disability and want to avoid shock effect and awkwardness during interview-use only when someone other than person who will interview you telephones for meeting.
Application	▸Asked a direct "job performance limitation" question that you must answer Yes and you have already disclosed in your paperwork; if you must answer Yes but you haven't already disclosed, write *Will Discuss*
Interview-the moment of meeting	▸You have a visible disability and you want surprise factor so employer doesn't have time to develop stereotyped ideas (*Caution:* employers may find it hard to move beyond shock and focus on your job qualifications)
Interview-Pre-offer	▸You have an invisible disability that will not affect any job-related tasks nor require any accommodation; you may choose not to disclose at all

(Witt, 1992)

Handout #7

The situation:
A person in a wheelchair is applying for a position as a social worker in a hospital.

Employer: Tell me about your experience and education and how it relates to this position.

Applicant: I have a bachelors degree in social work and I completed a one year practicuum in a nursing home.

Employer: How and when did you become disabled? Also, what is your disability? (Illegal)

Applicant: I have a spinal injury that occurred on a waterslide when I was fifteen on a waterslide.

Employer: Does this disability cause you to take much time off? (Illegal)

Applicant: I have an excellent attendance policy. Please check with my past employers.

Employer: How will you be able to complete the essential function of the job of visiting patients in their rooms?

Applicant: I am able to move around easily using my wheelchair. If things need to be moved in the room, I will just ask.

Employer: Thank you for coming in. I will call you to update you on this position.

Handout #8

NUMBER OF RESOURCES

ADA Project
4816 Santana Circle
Columbia, MO 65202
314-882-4232

MO Assistive Technology
4731 S. Cochise
Independence, MO 64055
1-800-647-8557(voice)
1-800-647-8558(TT)

Columbia Human Rights
Box N
Columbia, MO 65205

Missouri Committee on Human Rights
P.O. Box 1129
Jefferson City, MO 65102
314-751-3325

EEOC(Equal Employment Opportunities Council)
911 Walnut
Kansas City, MO 64106
816-426-5773

U.S. Dept. of Education
Office of Civil Rights
10220 North Executive Hills Blvd.
P.O. Box 901381 8th Floor
Kansas City, MO 64153-1367
816-891-8105

If it is a University complaint, contact ADA Coordinator.

POST-WORKSHOP SURVEY

Prior to training, you were asked to complete a survey regarding the job search for individuals with disabilities. Please take a few minutes to complete this survey. The results of these surveys will be used to evaluate the effectiveness of the training. You will not be personally identified by name for any reason. Your participation is greatly appreciated.

Please place a check mark next to the appropriate response or write in the required information.

Part I Demographic

GENDER
____ MALE
____ FEMALE

TITLE
___ PLACEMENT SPECIALIST
___ ADMINISTRATOR
___ TEACHER FACULTY
___ WORKSTUDY
___ GRADUATE ASSISTANT/INTERN
___ SUPPORT STAFF
___ OTHER, SPECIFY _____

DISABILITY (CHECK EACH APPROPRIATE ANSWER)
___ NOT APPLICABLE
___ LEARNING DISABLED
___ HEARING IMPAIRED
___ HEAD INJURY
___ VISUAL IMPAIRMENT
___ MOBILITY
___ PHYSICAL
___ PSYCHIATRIC
___ OTHER, PLEASE SPECIFY _____

TRAINING SITE
___ LONGVIEW COMMUNITY COLLEGE
___ UNIVERSITY OF MISSOURI-COLUMBIA
___ SOUTHWEST MISSOURI STATE UNIVERSITY

___ AGE

PART II

Rate your knowledge level regarding the following topics related to job search issues regarding people with disabilities.

	I would categorize my knowledge of the topic as:		
	High	Moderate	Low
1. Laws that protect people with disabilities from employment discrimination (Americans with Disabilities Act).	3	2	1
2. Knowledge of reasonable accommodations.	3	2	1
3. Knowledge of questions employers can and can not ask during a job interview.	3	2	1
4. Knowledge of who is covered under the Americans with Disabilities Act (ADA).	3	2	1
5. Steps to determine what is an essential and marginal job function.	3	2	1
6. Steps to determine if, when, and how to disclose a disability.	3	2	1
7. Issues concerning how to assist a person with a disability in their job search, such as:			
resume writing	3	2	1
self-assessment	3	2	1
interviewing	3	2	1

8. List any other topics related to the job search of people with disabilities you would like more information on.

Thank you for your participation!!

EVALUATION

Staff Development
Response to Training

A. RATING OF THIS TRAINING SESSION:

	Strongly Agree					Strongly Disagree
	6	5	4	3	2	1
1. Trainer was effective.	6	5	4	3	2	1
2. Participants had opportunity to participate.	6	5	4	3	2	1
3. presentation was well organized.	6	5	4	3	2	1
4. Program content was relevant to my job.	6	5	4	3	2	1
5. Length and pace were appropriate.	6	5	4	3	2	1
6. Training objectives were met.	6	5	4	3	2	1

7. My understanding of the issues regarding individuals with disabilities prior to this training.

High 5 4 3 2 1 Low

8. My understanding of the issues regarding individuals with disabilities after this training.

High 5 4 3 2 1 Low

9. My level of comfort in interacting with individuals who have disabilities before this training.

High 5 4 3 2 1 Low

10. My level of comfort in interacting with individuals who have disabilities after this training.

High 5 4 3 2 1 Low

11. I will be better able to assist individuals who have disabilities after this training.

Agree 5 4 3 2 1 Disagree

12. Overall, the training was helpful.

Agree 5 4 3 2 1 Disagree

13. I would like to have additional inservice training on working with individuals with disabilities:

Yes No

14. Suggestions for future topics and general comments (use back if necessary):

15. What was the most interesting information you learned in the workshop?

16. What was the least interesting information you learned in the workshop?

17. The following questions are optional, to give us some idea of your experience with individuals with disabilities not related to your job.

A. Do you have a disability? Yes___ No___
If yes, what kind?_____

B. Do you have a family member or close friend who has a disability? Yes___ No___
If yes, what kind?_____

Thank you for your participation!

(ccil/eval.sav)

OVERHEADS

1. Agenda
2. Objectives
3. Section 504
4. ADA-General
5. ADA-Employment
6. Definition of a Disability
7. Otherwise Qualified
8. Job Functions
9. Reasonable Accommodations
10. Types of Reasonable Accommodations
11. Cost of Accommodations - JAN
12. Undue Hardship
13. No "Right" Job
14. Self-Assessment
15. Disclosure - If, When, and How
16. Disclosure - If
17. When and How to Disclose
18. Tips on How to Disclose
19. Resume "No"
20. 10 More Contacts
21. Interview
22. Questions Than Can and Cannot Be Asked

Overhead #1

AGENDA

INTRODUCTION

STATISTICS

LEGISLATION

JOB SEARCH - ISSUES CONCERNING INDIVIDUALS WITH DISABILITIES

CONCLUSION

Overhead #2

OBJECTIVES

1. Basic knowledge of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

2. Definition of a disability/impairment.

3. Job Search issues for an individual with a disability including:

   - Accommodations
   - Disclosure
   - Resume
   - Interviewing.

Overhead #3

Section 504 of the Rehabilitation Act of 1973 covers: Any institution or activity receiving federal assistance. It states: An individual with a disability must be provided reasonable and appropriate academic adjustments.

Overhead #4

Americans with Disabilities Act 1990 (ADA)

- **Public Facilities**
- **Transportation**
- **Telecommunications**
- **Employment**

Overhead #5

ADA

Title I - Employment

25 or more employees - July 1992

15 or more employees - July 1994

Overhead #6

Definition of a disability:

- **The person has a physical or mental impairment that substantially limits one or more major life activities;**
- **has a record of impairment; or**
- **is regarded as having an impairment.**

Overhead #7

Steps to determine if a person is "otherwise" qualified:

- ◇ **Education**
- ◇ **Experience**
- ◇ **Licenses**
- ◇ **Skills**
- ◇ **Other requirements**
- ◇ **Can meet the essential functions of the job, with or without a reasonable accommodation.**

Overhead #8

ESSENTIAL FUNCTION:

Basic, necessary, and integral part of the job.

MARGINAL FUNCTION:

Minimum part of the job.

Overhead #9

Reasonable accommodation:

Any modification or adjustment to a job or the work environment that will enable a qualified applicant to participate in the application process or to perform essential job functions.

Overhead #10

Types of Reasonable Accommodations are:

- ⇒ **Flextime**
- ⇒ **Modified Work Schedule**
- ⇒ **Modification of equipment**
- ⇒ **Readers or Interpreters**

Overhead #11

According to the Job Accommodation Network (JAN, 1992)

31% of accommodations cost little or nothing

19% of accommodations cost $1 - $50

19% of accommodations cost $51 - $500

11% of accommodations cost $501 - $1000

01% of accommodations cost $5000 and up

Overhead #12

UNDUE HARDSHIP:

- Nature and net cost of accommodation
- Overall financial resources
- Type of organization
- Affect to business

Overhead #13

THERE IS NO "ONE" JOB THAT PEOPLE WITH DISABILITIES CAN DO, BUT MANY THEY CAN DO.

Overhead #14

SELF - ASSESSMENT

- WHAT DO I WANT MOST FROM WORK?
- WHAT ARE MY PERSONALITY TRAITS?
- WHAT IS IMPORTANT TO ME?

Overhead #15

DISCLOSURE

IF, WHEN AND HOW SHOULD A PERSON DISCLOSE THEIR DISABILITY?

Overhead #16

DISCLOSURE

IF ??

WILL IT SUPPORT THE OBJECTIVE OF GETTING HIRED?

Overhead #17

WHEN AND HOW TO DISCLOSE

1. THIRD PARTY REFERRAL
2. CALL FOR INTERVIEW
3. APPLICANT CALLS TO INFORM EMPLOYER
4. APPLICATION
5. DURING INTERVIEW
6. INTERVIEW - PRE-OFFER

Overhead #18

TIPS ON HOW TO DISCLOSE

1. TIMING

2. MINIMIZE DISCUSSION

3. PREPARE

4. DISCLOSE NEEDED ACCOMMODATIONS, NOT DISABILITY

Overhead #19

SHOULD A PERSON PUT A

DISABILITY

ON A RESUME?

NO!

Overhead #20

PEOPLE WITH DISABILITIES WILL NEED TO MAKE 10 TIMES MORE CONTACTS TO GET AN INTERVIEW, THAN FOR PEOPLE WITHOUT A DISABILITY.

Overhead #21

INTERVIEW

1. DISCLOSURE

2. ACCOMMODATIONS

3. JOB FUNCTIONS

4. QUESTIONS THAT CAN AND CANNOT BE ASKED

Overhead #22

Questions employers cannot ask:

- **Do you have a disability?**
- **Have you ever been to a counselor?**
- **Have you ever filed a worker's compensation claim?**
- **Will your condition cause you to take much time off?**

Questions employers can ask:

- **Can you move 50 pounds from point A to B?**
- **Can you fulfill the essential function of the job with or without a reasonable accommodation?**
- **Will you be able to meet the attendance policy?**